

# In which way can teachers contribute to the creative talent development of primary school students?

## Background

Engaging in visual art or musical activities that foster creativity is not self-evident for primary school students.

This can be explained by a number of reasons:

- teachers do not feel confident or capable of teaching arts education (Garvis, 2010)
- there is strong focus on subjects such as language and math (Gibson, 2003)
- there is disconnection between students' interests and what is offered in art education (Haanstra, 2010)
- teachers often hold traditional perspectives of talent development (Steenbeek et al., 2011)

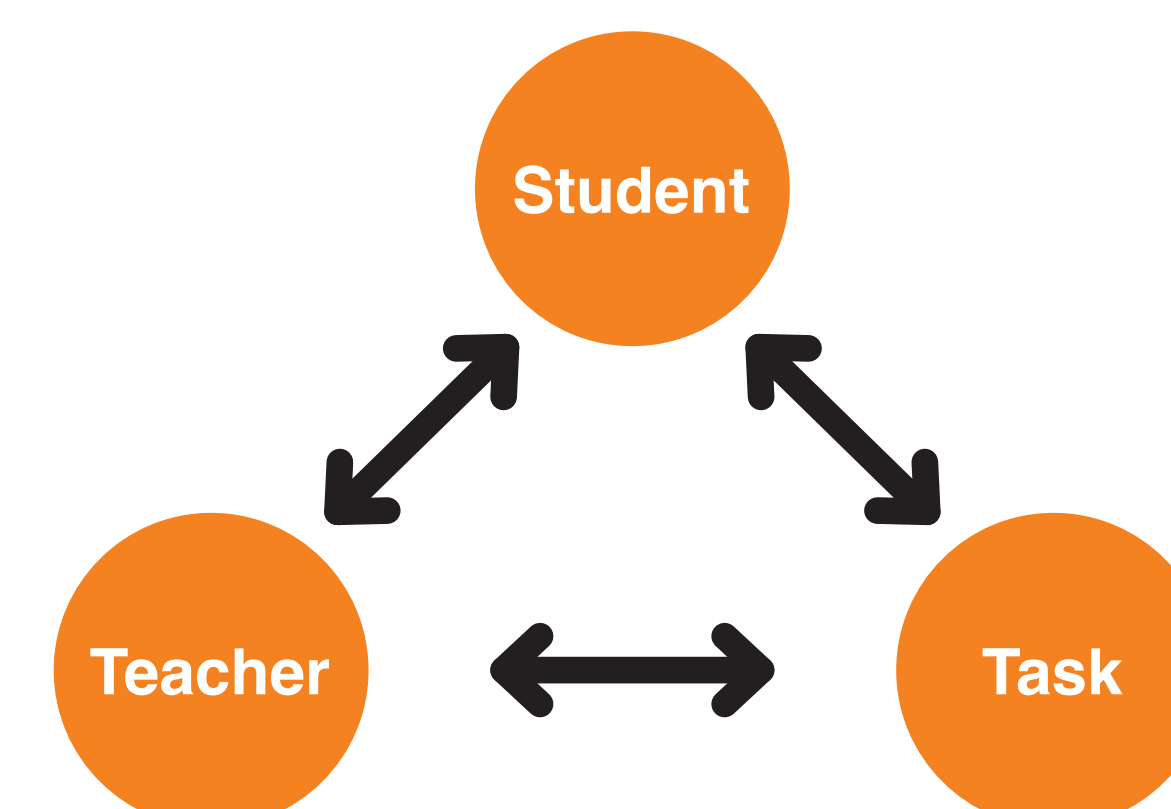
## Creativity development in art education

*Creativity in art education*

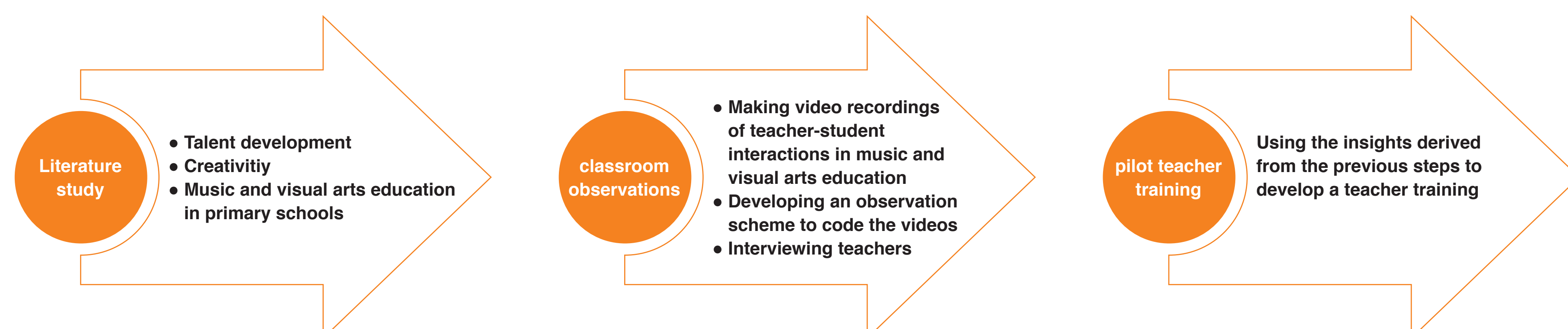
*The creation of a product in art education that is novel for the individual learner and useful for the situated practice (adapted from Odena, 2012)*

## Study design:

## Curious Minds Research Programme



## A. Design study

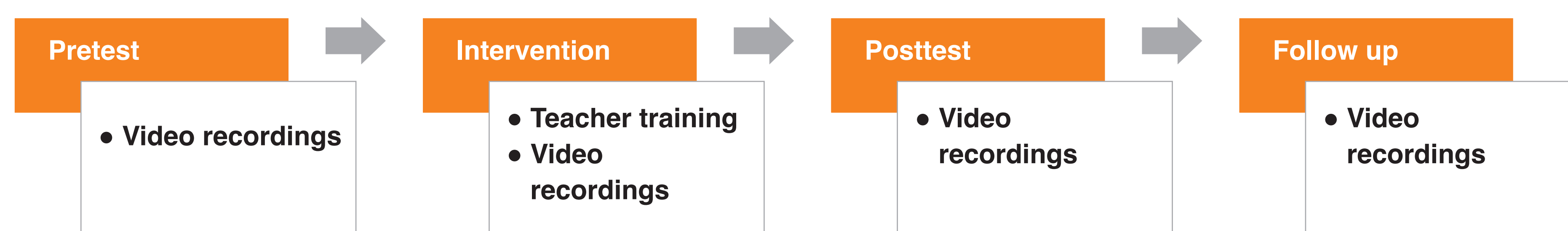


## Teacher training

consisting of:

- Theoretical introduction talent development
- Formulating teachers' learning goals
- Video-feedback coaching focused on using creativity enhancing teaching strategies such as
  - a) Questioning
  - b) Offering structure
  - c) Scaffolding
- Creativity enhancing hands-on exercises given by music and visual arts experts

## B. Intervention study



A. Design study:  
Developing a creativity enhancing training for primary school teachers



B. Intervention study:  
Implementing & Evaluating the creativity enhancing teacher training



## Contact Details

Drs. Linda Hendriks, PhD student, Prince Claus Conservatoire, Hanze University of Applied Sciences, Developmental Psychology, University of Groningen. [l.h.hendriks@pl.hanze.nl](mailto:l.h.hendriks@pl.hanze.nl)

Dr. Ineke Haakma, Postdoctoral researcher Curious Minds, School of Education, Prince Claus Conservatoire, Hanze University of Applied Sciences. [i.haakma@pl.hanze.nl](mailto:i.haakma@pl.hanze.nl)